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ABSTRACT

A total of 687 children, aged 7 through 11, was interviewed in fall, 1974 to determine the extent to which the Harlem Globetrotters Popcorn Machine television programs communicated "pro-social" messages to its audience. Viewers of four different episodes of the Globetrotters were questioned about the program they had seen. Among the findings were: (1) overall, 87 percent of the children received one or more specific pro-social messages from the episode he or she viewed; (2) older children (10-11) were more likely to play back at least one pro-social message than were younger children (7-8), and middle class children were more likely to do so than lower class children; (3) reception of pro-social messages was not related to frequency of viewing the Globetrotters; (4) both distortion of pro-social messages and spontaneous reporting of the relevance of such messages to the child's own life were rare; (5) the themes of "honesty," "kindness," and "safety" were more readily grasped than was "loyalty;" (6) certain "recurring" pro-social messages were communicated by several episodes, and "golden rule" messages were played back most frequently; (7) "slippage" was indicated by the fact that 35 percent of the children stated that the Globetrotters taught them to play basketball or to spell; and (8) children thought the Globetrotters both entertained and set a good moral example. (Author/DGC)

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# A STUDY OF MESSAGES RECEIVED

# BY CHILDREN WHO VIEWED AN

# EPISODE OF

# THE HARLEM GLOBETROTTERS POPCORN MACHINE

April, 1975

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# PREFATORY NOTES

## Pursuit of the Study

This study was a joint effort of the Office of Social Research of the Columbia Broadcasting System, Inc. and Child Research Service, Inc. of New York, New York. Field interviews were conducted by local persons who had been specially trained in the interviewing of children. Computer analyses were performed by Calculogic Corporation of New York City.

## Tests of Significance

Because of the nature of the sample employed in this study, Chi Squares were used to test the significance of differences between percentages. The commonly used .05 level of significance was employed. In non-technical terms, this is to say that, on the basis of the tests employed, a "statistically significant" difference was one which would occur by chance alone only 1 out of 20 times -- i.e., the odds are 19 to 1 that the difference was not due to chance.

## SUMMARY


### Objective

The objective of the present study was to determine to what extent the HARLEM GLOBETROTTERS POPCORN MACHINE communicated "pro-social" messages to its audience of children.

### Methodology

A total of 687 children, aged 7 through 11, was interviewed. This group constituted a quota sample, stratified by sex, race, socio-economic status, age and city of residence (Los Angeles, Dallas, New Orleans, Columbus, Chicago and Paramus, New Jersey). The children were interviewed on alternate Saturdays in the fall of 1974. Each child had seen an episode of the GLOBETROTTERS in the natural course of events in the morning: no children were alerted to watch the program, and no captive audiences were employed. Viewers of four different episodes of the GLOBETROTTERS were questioned about the program they had seen.

The interview guide was open-ended: no message was suggested to a child by either the questionnaire or the interviewer. The responses of the children were recorded verbatim and coded, subsequently, by two coders. Inter-code reliability, as measured on a sample of questionnaires, averaged in excess of .94; such differences as were found to exist were thereafter reconciled.

Caveats

(1) The study deals with the reception of messages. The findings provide no bases for inferring whether the messages did or did not have any influence upon the children's subsequent behavior.

(2) Because the study employed a quota sample, the statistics here reported cannot legitimately be generalized to all viewers of the HARLEM GLOBETROTTERS or to sub-groups of such an overall population. In brief, statistics here reported refer to the 687 children interviewed, or to specified sub-groups of that total.

Findings

(1) Over-all, 87% of the children received one or more specific pro-social messages from the episode of the GLOBETROTTERS which he or she viewed, as compared with 13% who received no pro-social message. On average, children played back an average of 2.56 messages.

(2) Older children (10-11) were more likely to play back at least one pro-social message than were younger children (7-8) (92% vs 81%), and children of middle class background were more likely to do so than were those of lower class background (91% vs 84%). There were no significant differences in this regard between girls and boys or between white and black children.

(3) Reception of pro-social messages was not related to frequency of viewing the GLOBETROTTERS, to liking for the series, or to interest in stories about sports.

(4) Both distortion of pro-social messages and spontaneous reporting of the relevance of such messages to the child's own life were rare (2% and 3% of the children respectively).

(5) Each of the four episodes of the GLOBETROTTERS had a central theme denoted by the title of the episode -- "Honesty," "Kindness," "Loyalty," and "Safety." More than three-fourths of the children who viewed "Honesty," "Kindness," and "Safety" received at least one component of the central theme. "Loyalty" fared less well, with only 41% of the children playing back any component of the central theme. Younger children (7 and 8) were particularly liable to overlook the "loyalty" message, which is apparently abstract and complex relative to the other central messages: it requires conceptualization of a solidary relationship and of the possibility of undermining or sustaining such an established bond.

In general, demographic variations for central messages were similar to those for all pro-social messages. Older and middle class children were more likely than were their counterparts to receive an element in the central messages, and there was no difference between blacks and whites. Girls, however, were more likely than were boys to receive an element in the central theme.

(6) Certain "recurring" pro-social messages were communicated by several of the GLOBETROTTER episodes. Played back with the greatest frequency were the "golden rule" messages — "be kind, considerate, nice, friendly" and "do good deeds; help, rescue people." Also relatively widely received were messages dealing with the desirability of being honest (not stealing, not lying, returning found property, etc.) and the message that virtue (kindness, honesty, loyalty) pays off — not merely as its own reward but also as a means to worldly gratifications.

(7) A certain degree of "slippage" was indicated by the fact that 35% of the children stated that the GLOBETROTTERS taught children to play basketball and/or to spell. Although elements in the GLOBETROTTERS might inspire a child with a desire to learn to play basketball and to spell, the program did not actually give instructions in either skill. Younger, lower class, and black children were more likely than were their counterparts to receive such an "irrelevant" message from the episode which they saw.

(8) The image which the children had of the Globetrotters "as people" was one of basketball players (81%), who act "crazy" and make you laugh (61%), and who are "good, nice and friendly" (56%). In other words, the

children thought the Globetrotters both entertained and set a good moral example.

About a fifth of the children (22%) mentioned that the Globetrotters were black, and the white children were more likely to do so than were the black children (29% vs 10%).

## BACKGROUND

Concern about the effects of television on children has long been focussed upon the potentially negative consequences of program types, individual programs, and program elements, especially violence. In the last two or three years, however, a slowly growing body of research has focussed on the potentially positive effects of television upon children.

The present study is one of a series of efforts to determine whether specific programs geared to children in terms of their content and time of airing succeed in communicating any beneficial or "pro-social" messages to the children who view them. In February, 1974, the Office of Social Research published such a study in reference to the program FAT ALBERT AND THE COSBY KIDS.[1] The present study was focussed on the program called the HARLEM GLOBETROTTERS POPCORN MACHINE.

### Description of Program Studied

The HARLEM GLOBETROTTERS POPCORN MACHINE is a live program starring the Harlem Globetrotters themselves, with a different guest star each week. Each episode has a central theme which can be expressed in one word -- for example, "Honesty" or "Kindness." The program is

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[1] "A STUDY OF MESSAGES RECEIVED BY CHILDREN WHO VIEWED AN EPISODE OF 'FAT ALBERT AND THE COSBY KIDS'", Office of Social Research, Department of Economics and Research, CBS/Broadcast Group, February 1974.

essentially a revue, or variety show, consisting of a series of fast moving, brief, humorous skits. All of the skits are written to be amusing or otherwise entertaining. Some of the skits -- in some episodes, less than half; in some episodes, more than half -- are intended to convey a pro-social message related to the central theme.

## OBJECTIVES

The major objectives of the study were:

(1) To determine whether or not children who viewed an episode of the HARLEM GLOBETROTTERS obtained any pro-social messages from the episode.

(2) To examine relationships between the messages received by children who viewed an episode of the HARLEM GLOBETROTTERS and certain presumably relevant characteristics of the viewers.

Caveats:

Reception of a pro-social message should not be confused with "learning" in the sense of acquiring new information. The intent of the HARLEM GLOBETROTTERS episodes was to reinforce certain familiar values rather than to inculcate new values, and to do so within a context that is primarily entertaining rather than pedagogic. The receipt of a message from television may or may not have behavioral consequences. Data from the present study based on verbal responses to the program viewed provide no bases for inferences about the effects of the HARLEM GLOBETROTTERS program upon the behavior of children who viewed it.

## METHODOLOGY

### Sample

A quota sample design was employed in selecting eligible respondents. A total of 687 personal interviews was conducted with boys and girls variously aged seven and eight, and ten and eleven. Only those children who met quota requirements and who stated they had watched the HARLEM GLOBETROTTERS program the morning of interview were eligible for inclusion in this study.

Interviewing took place in and around six cities: Dallas, Chicago, Los Angeles, Columbus, New Orleans and Paramus, New Jersey. These cities were selected jointly by members of the CBS Office of Social Research, and Child Research Service, Inc. for two reasons:

(a) they represented wide geographic dispersion

(b) they were areas within which there were persons highly experienced in interviewing young children.

The total sample was designed in such a way as to permit analyses of presumably relevant viewer characteristics. The following quotas were established:

Sex
- -50% boys
- -50% girls

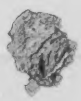
Age (at time of interview)
- -50% who were 7-8 years old
- -50% who were 10-11 years old

Race
- -67% white
- -33% black

Although socio-economic status was not built into quota requirements, strong attempts were made to obtain interviews with both middle and lower class children. Almost equal proportions of the two classes were, in fact, attained.

Demographic characteristics of the sample are shown in Appendix A.

It is important to note that the respondents constituted a quota sample rather than a random probability sample. Accordingly, the percentages (and the differences between percentages) reported here are descriptive only of the sample itself and not of the overall population of HARLEM GLOBETROTTERS viewers (or of sub-groups within that population).



Dates of Specific HARLEM GLOBETROTTERS Episodes

The episodes used in the present study, their on-air dates and the number of interviews completed are shown below:

| Episode | On-Air Date | Number Interviews Completed |
|---|---|---|
| "Honesty" | 10/12/74 | 179 |
| "Kindness" | 10/26/74 | 165 |
| "Loyalty" | 11/9/74 | 169 |
| "Safety" | 11/23/74 | 174 |
| | TOTAL | 687 |

Interviewing Technique

Immediately after the televising of the HARLEM GLOBETROTTERS episode in each of the six cities, ten to twelve interviewers in each city individually sought to locate children who had seen the HARLEM GLOBETROTTERS episode that day. Potential respondents were contacted in or near their homes, in playgrounds, on the streets, while shopping with parents at malls, etc., as necessary for each interviewer to attain her quota (which specified sex, age, race). The child was first asked his or her age, then whether or not he or she had watched television that morning. Those who had viewed television were then asked if they had watched any of five pre-selected programs aired that morning. Only those children who said they had seen the HARLEM GLOBETROTTERS that day (regardless of any other program viewed) were deemed eligible for interview. Respondents who qualified were then interviewed on the spot. The search for children and interviewing continued until approximately 5:30 p.m. in each city.

Each city was assigned a quota of 30 respondents per episode. When achievement of the local quota proved impossible because of inclement weather or other local conditions, additional interviews were conducted in other cities which were best able to achieve enlarged quotas for the day.

In total, 687 interviews were completed.

Half of each interviewer's work was subjected to telephone verification. After interviewing was completed, supervisors telephoned the homes of half of each interviewer's respondents in order to verify that the interview had indeed taken place. This is a standard procedure to guard against the possibility of interviewers' "making up" interviews to fill a quota or of "stretching" quota designations (e.g., accepting a 12 year old as an 11 year old) to meet their assignment.

From a methodological point of view, it is important to note that all of the respondents saw the HARLEM GLOBETROTTERS under "natural" rather than under "captive" circumstances. The children were not asked to view the program in advance of its on-air time; nor was any child shown the program under artificial circumstances. In short, the children interviewed had watched the GLOBETROTTERS in the course of their normal Saturday morning activities.

The Questionnaire

The questionnaire (which may be found in Appendix B) was, for the most part, and in reference to all major topics of inquiry, open-ended rather than structured, with the sequence designed to proceed from completely non-directive questioning to questions which, although still open-ended, were slightly more directive.

The respondents were asked to indicate on a 5 point scale[1] how much they liked or disliked the HARLEM GLOBETROTTERS episode and to explain the reasons for their rating. Next, the child was asked to "tell about" the episode in question. They were asked to indicate what they thought the "main point" of each situation they recalled might be. They were then shown four rough drawings[2] which depicted recurrent elements of several episodes and asked: "What parts of the show do they (the pictures) remind you of that we haven't talked about already?" These "visual assists" were followed by questions regarding the main point of each "new" element of the episode recalled. Respondents were then asked to indicate whether anyone in the show did anything that was "bad or not nice" and what, if anything, was done that was "right or nice." Further, the children were asked how they would describe the Harlem Globetrotters to a friend who didn't know anything about them. Finally, at the

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[1] A copy may be found in Appendix B.

[2] A copy may be found in Appendix B. The same four sketches were used in reference to all of the episodes.

end of the questionnaire, children were told, "Today's show was supposed to teach children something. What do you think it was trying to teach them?"

Interviewers were instructed to use non-directive probing techniques on all of the open-ended question sequences. Replies were recorded verbatim.

Perhaps the most important aspect of the methodology was that at no point was any message suggested to a child either by the questionnaire or by the interviewer. By virtue of the open-ended questions (e.g., "What was the Globetrotters show about today?") and non-directive probes ("What other parts do you remember?") children were at all times free to verbalize a specific incident or a specific message (or not to do so) as they saw fit.

Coding

Following the return from the field of the completed questionnaires for each episode, the project directors from Child Research Service and the Office of Social Research set about the construction of "message codes." Because of the open-ended nature of the questioning instrument and, more importantly, because of the objectives of the study, the interview as a whole served as the coding unit.

For each episode a number of coding categories were established:

-- Reception of one or more of a series of specific pro-social messages derived from the responses of the children during the interview, including one or more specified by Dr. Gordon L. Berry, Coordinator of the Advisory Panel.[1] The messages included but were not limited to those so specified.

-- Misinterpretation or distortion of one or more of the episode's pro-social messages.

-- Personalization of the episode's pro-social messages.

-- Reception of an extraneous or irrelevant message -- that is, a message unrelated to the pro-social content of the program.

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[1]The Advisory Panel is composed of psychologists, social scientists and educators. Dr. Berry, Assistant Dean of the Graduate School of Education, UCLA, serves as both panel member and Coordinator.

-- No reception of message.

"No message" was the only coding category which could not be double-coded with any other category.

Each questionnaire was coded by two independent coders. Results were then compared. Such differences as existed were reconciled by discussion between the two independent coders followed, if necessary, by discussion with the coding supervisor. Statistics on intercoder reliability prior to such discussions are presented in the Technical Appendix.[1]

Additionally, each message was coded for its source -- i.e., whether the response was offered prior to presentation of visual assists or after such presentation. The source of those responses which children gave before being shown "visual assists" were coded as "unaided;" responses made after presentation of the "visual assists" were coded as "aided."

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[1]The coded questionnaires are available for inspection at Child Research Service, Inc., 130 East 59th St., New York, N.Y. Names of respondents have been removed to preserve anonymity of the children.

# FINDINGS

## PART I: RECEPTION OF MESSAGES

### Reception of Any Pro-Social Message

The great majority of children in this study (about nine of every ten) received at least one pro-social message[1] from the particular episode of HARLEM GLOBETROTTERS they viewed.

TABLE 1

MESSAGE RECEPTION, TOTAL SAMPLE

| | |
|---|---|
| Received one or more pro-social messages | 87% |
| Did not receive any pro-social message | 13% |
| Base: 687 | |

This high level of playback of pro-social messages is consistent with findings previously obtained from a study of another children's program: FAT ALBERT AND THE COSBY KIDS. As was the case in that study, this high level of pro-social message reception may be explained by the following two facts:

1. Each episode of HARLEM GLOBETROTTERS presents several pro-social messages. In order for a child to be included as having received any pro-social message, it was necessary that he or she play back only one such message.

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[1]The term "pro-social" is used to denote messages which are socially valued sentiments. For example, "Don't lie or steal" would be a pro-social message. Also included under the general aegis of "pro-social" are a few messages which are essentially informative -- e.g., "Be careful removing splinters."

2. Most of the messages presented to these children were simply stated, were straightforward in meaning, and likely to be relevant to their life experiences. As indicated earlier in this report, it was planned that the HARLEM GLOBETROTTERS program would reinforce already established social values rather than provide new material to be learned. In those instances where pro-social messages were less straightforward, or where some greater degree of abstract thinking was required, messages were not so frequently received by the children. These differences are reported later in this document.

Four out of five (81%) of the children who played back any pro-social message did so on a completely unaided basis.[1]

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[1]The distinction between unaided and aided response is stated above on page 12.

Variation by Demographics

The first set of variables explored in the present study was demographic: age, sex, city of residence, race and socio-economic status.

Analysis of these variables revealed that two demographic characteristics were significant in differentiating levels of pro-social message reception: age and socio-economic status.

Older children (10-11 years old) were more likely to play back at least one pro-social message than were younger ones (7-8 years old); middle class youngsters were more likely to do so than were lower class children.[1] (See Table 2)

TABLE 2

RECEPTION OF PRO-SOCIAL MESSAGES
BY AGE AND SOCIO-ECONOMIC STATUS

| | Age of Child* | | Social Class** | |
|---|---|---|---|---|
| | 7-8 | 10-11 | Lower | Middle |
| Bases: | (298) | (389) | (313) | (342) |
| Received one or more pro-social messages | 81% | 92% | 84% | 91% |
| Did not receive any pro-social messages | 19% | 8% | 16% | 9% |

*Chi Square$_1$, 17.95, probability < .001
**Chi Square$_1$, 7.95, probability < .01

(32 children of unidentifiable social class are omitted from the Table.)

[1]Social class was defined by local interviewers and supervisors familiar with the neighborhoods in which the children lived. Where there was no clear knowledge regarding social class, children were left "unclassified" on this variable. Accordingly, 32 children were not identified by social class.

None of the other demographic variables -- sex, race, or city of residence -- was found significant in differentiating children who received one or more pro-social messages.

Race had virtually no relationship to the reception of pro-social messages: 86% of the black children and 89% of the white children received one or more pro-social messages. The relevance of social class rather than race was revealed by the fact that, regardless of the child's race, fewer lower class children played back a pro-social message than did middle class children.[1] (See Table 3)

TABLE 3

RECEPTION OF PRO-SOCIAL MESSAGES
BY SOCIAL CLASS* WITHIN RACE

| | White | | Black | |
|---|---|---|---|---|
| | Lower | Middle | Lower | Middle |
| Bases: | (136) | (289) | (177) | (53) |
| Received one or more pro-social messages | 85% | 91% | 83% | 94% |
| Did not receive any pro-social messages | 15% | 9% | 17% | 6% |

*32 children of unidentifiable social class are omitted from the table.

[1] In several ways these data are consistent with the earlier FAT ALBERT study: age and socio-economic status affect response differences, while sex and city do not. In one way, however, the findings are dissimilar: while in FAT ALBERT fewer black children received pro-social messages than did white children, in HARLEM GLOBETROTTERS there is no significant difference on this measure relative to race. The racial differences found in the FAT ALBERT study and not found in the present study may be a function of the fact that in this study black children were interviewed by black interviewers, while in the FAT ALBERT study all children were interviewed by whites. As stated in the FAT ALBERT report: "The degree to which black children's responses may have been inhibited by white interviewers cannot be determined."

Variation by Episode

Although on average 87% of the children played back one or more pro-social messages from the particular episode they viewed, there were variations in message reception by specific episode. Both the "Kindness" and "Loyalty" episodes communicated pro-social messages to fewer children than did "Honesty" and "Safety." (See Table 4)

TABLE 4

RECEPTION OF MESSAGES, BY EPISODE

| Bases: | "Honesty" (179) | "Kindness" (165) | "Loyalty" (169) | "Safety" (174) |
|---|---|---|---|---|
| Received one or more pro-social messages | 93% | 84% | 81% | 93% |
| Did not receive any pro-social messages | 7% | 16% | 19% | 7% |

Chi Square$_3$, 18.378, probability < .001

Number of Specific Pro-Social Messages Received Per Child

On average, each child played back 2.56 pro-social messages.

There was a tendency for the children who saw "Honesty" and "Safety" to mention more pro-social messages than did the children who saw "Kindness" and "Loyalty." Thus, "Honesty" and "Safety" not only communicated pro-social messages to greater proportions of children, but also stimulated more message playback, on average, per child. (See Table 5)

TABLE 5

AVERAGE NUMBER OF PRO-SOCIAL MESSAGES RECEIVED, BY EPISODE

| | Per Child |
|---|---|
| "Honesty" | 3.31 |
| "Safety" | 2.63 |
| "Kindness" | 2.22 |
| "Loyalty" | 2.03 |

Base: 687

Variation by Non-Demographic Variables

The second set of variables explored (after demographics) included "viewing frequency," "liking of the program" and "interest in sports."

Viewing Frequency

It might be expected that loyal viewers of the HARLEM GLOBETROTTERS program (i.e., those who said they watch it "Every Saturday") would have been more likely to receive pro-social messages because they had become accustomed to the format of the program and, as it were, knew what to expect from its variety of recurring elements. As Table 6 reveals, however, this was not the case.

TABLE 6

PRO-SOCIAL MESSAGE RECEPTION
BY VIEWING FREQUENCY OF SHOW

| Bases:* | View "Every Saturday" (246) | View Less Often (435) |
|---|---|---|
| Received one or more pro-social messages | 85% | 89% |
| Did not receive any pro-social messages | 15% | 11% |

*6 children did not state how frequently they viewed the program.

Rating of Particular Episode, and Interest in Sports

In similar vein, it might reasonably be expected that children who gave the episode they viewed the highest possible rating, and those who were particularly interested in stories about sports or sport personalities, would be more likely to receive pro-social messages than children who enjoyed the program less or had less interest in sports. As Table 7 indicates, neither of these hypotheses was confirmed.

TABLE 7

PRO-SOCIAL MESSAGE RECEPTION BY
PROGRAM RATING AND SPORTS INTEREST

| | Rated Program Episode* | | Interest Rating-Sports | |
|---|---|---|---|---|
| | "5" | "4/3/2/1" | "5" | "4/3/2/1" |
| Bases:** | (506) | (177) | (330) | (355) |
| Received one or more pro-social messages | 87% | 91% | 85% | 90% |
| Did not receive any pro-social message | 13% | 9% | 15% | 10% |

*It should be pointed out that only 2% of the children gave an unfavorable rating ("1" or "2") to the particular episode they viewed.

**Five children did not rate the episode, and two did not rate sports interest.

Distortion or Misinterpretation of the Pro-Social Message

Practically none of the children (only 2%) distorted or misinterpreted the pro-social messages from the HARLEM GLOBETROTTERS episode they watched, and only three (less than 0.5% of the children) received only a distorted message. The few distortions were more or less evenly spread among different demographic groups.

As Table 8 reveals, virtually all of the distortions occurred in response to "Honesty" and "Safety."

TABLE 8

DISTORTIONS OF PRO-SOCIAL MESSAGES BY EPISODE VIEWED

| | (Base) | % Distortions |
|---|---|---|
| "Honesty" | (179) | 4 |
| "Kindness" | (165) | 1 |
| "Loyalty" | (169) | - |
| "Safety" | (174) | 3 |

Most of the few distortions involved taking some element of the program absolutely literally, without making allowances for the irony and jesting that is characteristic of the Globetrotters' humor. Thus, four children reported that the "Safety" episode taught that splinters should not be removed with a pin, unless it was a safety pin, and five said the "Honesty" episode indicated that anyone who returned found money would receive double the amount as a reward.

Personalization of Pro-Social Messages

As mentioned earlier, a distinction was made between those messages which a child merely received and played back as such and those which he or she went on to relate to his own personal experience. Such spontaneous personalization of pro-social messages was rare, occurring at about the same low rate as distortion. Altogether, 19 children (3%) internalized at least one of the pro-social messages received. The only pro-social message personalized by as many as 1% of the children (4 boys and 3 girls) was "be kind, considerate, nice, etc."

## Reception of Central Pro-Social Messages

Each of the four episodes of the HARLEM GLOBETROTTERS had a central theme, denoted by the one word title of the episode -- "Honesty," "Kindness," etc. In each of the episodes brief skits were intended to communicate certain specific messages bearing on this central theme. Listed below are the elements of the central theme of each episode which were played back by various proportions of the children.[1]

Honesty

-- Don't steal; don't keep other people's things.

-- Don't lie; tell the truth.

-- Honesty pays.

-- Be honest (not further specified).

-- Other honesty.

Kindness

-- Be kind, considerate, nice, friendly, etc.

-- Do good deeds; help, rescue people.

-- Kindness pays.

-- Be kind to animals.

-- If you make a mess, clean it up.

-- Don't eat in bed.[2]

-- Other kindness.

---

[1] Reception rates of these individual messages are discussed later in the report (p. 29 ff.).

[2] All the Globetrotters are typically shown sleeping in a communal bed. "Eating in bed" is therefore an anti-social act which annoys other people.

Loyalty[1]

-- Be loyal to friends.

-- Be loyal to family.

-- Be loyal (not further specified).

-- Loyalty pays.

-- Be loyal to country.

-- All other loyalty.

Safety

-- Burning cigarettes can cause fires; don't play with matches; keep shoes on near burning things.

-- Be careful with medicines you find; don't take pills from unmarked bottles.

-- Watch out where you put your stuff; don't leave toys on steps.

-- Don't play around with electric wires.

-- Be careful with splinters; don't take splinters out with a pin.

-- Be careful, be safe (not further specified).

-- Other safety.

Altogether 70% of the children played back at least one element in the central theme of the episode they saw.

As was the case in reference to pro-social messages in general, four out of five (82%) of the children who played back any element of a central theme did so on a completely unaided basis.[2]

---

[1] Children often used some words other than "loyalty" in expressing these concepts, e.g., "be true," "be faithful," "stick to" or "stand up for" others, etc. Language of this sort was frequently used in expressing the concept that one should preserve, rather than undermine, established relationships.

[2] The distinction between unaided and aided response is stated on page 12.

Variation by Episode

In response to three of the four episodes, most children received one or more of the components of the central message of the episode they viewed. One of the four episodes ("Loyalty") generated markedly less reception of the central pro-social message.

TABLE 9

RECEPTION OF ONE OR MORE ELEMENTS OF CENTRAL THEME

| | (Base) | % Receiving |
|---|---|---|
| "Honesty" | (179) | 74 |
| "Kindness" | (165) | 80 |
| "Loyalty" | (169) | 41 |
| "Safety" | (174) | 84 |

In the opinion of the research team, the lesser success of "Loyalty" in communicating its central theme was due largely to the fact that the concept of loyalty is considerably more abstract than are the concepts of kindness, honesty, and safety. This opinion is supported by variations among subgroups, as described in the next section.

Variation by Demographics

As in the case of pro-social messages in general, for all four episodes combined, older children (78%) more often received an element of the central theme than did younger children (59%).[1]

Further, as Table 10 indicates, the age difference was particularly marked in the case of the "Loyalty" episode. Since the concept of loyalty was conceptually more difficult than the other central themes, it is reasonable that younger children should have had relatively more difficulty in grasping it.

---

[1] Chi Square$_1$ 20.999, probability < .001.

TABLE 10

CENTRAL MESSAGE RECEPTION BY
AGE OF CHILD AND BY EPISODE

| | 7-8 Years Old | 10-11 Years Old |
|---|---|---|
| "Honesty" | | |
| Bases: | (78) | (101) |
| Received element of central message | 67% | 80% |
| Did not receive central message | 33% | 20% |
| Chi Square$_1$ 4.285, probability < .05 | | |
| "Kindness" | | |
| Bases: | (64) | (101) |
| Received element of central message | 67% | 88% |
| Did not receive central message | 33% | 12% |
| Chi Square$_1$ 10.727, probability < .01 | | |
| "Loyalty" | | |
| Bases: | (75) | (94) |
| Received element of central message | 23% | 56% |
| Did not receive central message | 77% | 44% |
| Chi Square$_1$ 19.640, probability < .001 | | |
| "Safety" | | |
| Bases: | (81) | (93) |
| Received element of central message | 79% | 88% |
| Did not receive central message | 21% | 12% |
| Chi Square$_1$ 2.738, N.S. | | |

Middle class children (78%) were more likely than lower class children (63%) to receive at least one element of the central message,[1] and girls (74%) were more likely than boys (66%) to do so.[2] As was the case for overall reception of at least one pro-social message in general, there were no differences between white children (70%) and black children (70%) in reception of at least one element in the central message.

---

[1] $Chi\ Square_1$ 16.032, probability < .001 for all episodes combined.

[2] $Chi\ Square_1$ 5.835, probability < .05 for all episodes combined.

## Reception of Specific Pro-Social Messages

### "Honesty" Episode

As previously stated, three out of every four children received one or more elements of the central message from the "Honesty" episode. The two most frequently played back themes were "Don't steal, don't keep other people's things" and "Don't lie, tell the truth." In close third place in terms of frequency of mention was "Honesty pays."

TABLE 11

SPECIFIC MESSAGES FROM "HONESTY" EPISODE

| Base: 179 | % |
|---|---|
| Elements of "Honesty" Theme | |
| Don't steal; don't keep other people's things | 58 |
| Don't lie; tell the truth | 47 |
| Honesty pays | 41 |
| Be honest (not further specified) | 27 |

Note: Total exceeds 100% due to multiple responses.

Various other pro-social messages, not subsumed by the "Honesty" theme, were received and played back by 10% or more of the children.

| Base: 179 | % |
|---|---|
| Be kind, considerate | 47 |
| Do good deeds | 41 |
| Kids are as worthy as grownups | 22 |
| Don't help if help is not wanted | 19 |
| Don't engage in physical violence | 12 |
| Don't listen to bad men | 10 |

Note: Total exceeds 100% due to multiple responses.

"Kindness" Episode

Approximately eight of every ten children (84%) received one or more pro-social messages from the "Kindness" episode. The specific messages most often received (all elements in the "Kindness" theme) are cited in Table 12.

TABLE 12

SPECIFIC MESSAGES FROM "KINDNESS" EPISODE

| Base: 165 | % |
|---|---|
| Elements of "Kindness" Theme | |
| Be kind, considerate, nice, friendly, etc. | 65 |
| Do good deeds; help, rescue people | 42 |
| Kindness pays | 41 |
| Be kind to animals | 20 |

Note: Total exceeds 100% due to multiple responses.

No other pro-social message, either within or outside the central theme, was mentioned by as many as 10% of the children who viewed the "Kindness" episode.

"Loyalty" Episode

As stated earlier, the "Loyalty" episode was least successful of the four episodes in communicating any element of its central theme (41%). A relatively small proportion of the children (less than one fifth) played back any one of the specific elements which comprise the central theme. On the other hand, there were secondary themes, easier to understand and to play back to interviewers, which achieved higher response levels, notably: "Be kind, considerate" (63%) and "Be honest" (20%). (See Table 13)

TABLE 13

SPECIFIC MESSAGES FROM "LOYALTY" EPISODE

| Base: 169 | % |
|---|---|
| Elements in "Loyalty" Theme[1] | |
| Be loyal to friends | 19 |
| Be loyal to family | 17 |
| Loyalty (not further specified) | 12 |
| Loyalty pays | 5 |
| Be loyal to country | 1 |
| Other Pro-Social Messages | |
| Be kind, considerate, friendly, nice, etc. | 63 |
| Be honest, tell the truth, don't lie | 20 |
| Don't hurt other people; don't engage in physical violence | 15 |
| Work; don't be lazy | 14 |
| Don't be greedy, selfish, stingy; share the money | 11 |
| Virtue (other than loyalty) pays | 9 |
| Be obedient; mind your parents | 6 |
| Be brave; speak up | 5 |

[1]See footnote on page 24 above regarding language actually used by children in expressing the concept of "Loyalty".

"Safety" Episode

As stated earlier, almost all children (93%) received one or more pro-social messages from "Safety." This episode presented a relatively large number of specific safety hazards which children should be aware of and should overcome. It seems likely that each child selected from the array the one or ones which, presumably, had the greatest personal relevance.

TABLE 14

SPECIFIC MESSAGES FROM "SAFETY" EPISODE

| Base: 174 | % |
|---|---|
| Elements in "Safety" Theme[1] | |
| Don't play with matches | 39 |
| Don't take pills from unmarked bottles | 37 |
| Don't leave toys on steps | 28 |
| Don't play with electric wires | 22 |
| Don't take splinters out with pins | 8 |
| Safety (not further specified) | 6 |
| Other Pro-Social Messages | |
| Be kind, considerate, nice, friendly | 40 |
| Work, don't be lazy; it's not fair for one person to do all the work | 29 |
| Don't argue; everyone is entitled to their opinion | 11 |
| Take good care of yourself; eat well, don't get sick | 9 |
| Don't hurt other people; don't engage in physical violence | 6 |

Note: Total exceeds 100% due to multiple responses.

[1] For fuller statement of elements in Safety theme, see page 24.

## Recurring Pro-Social Messages

Certain messages were communicated by several of the GLOBETROTTER episodes. The most common of such "recurring pro-social messages" are listed in Table 15.

Coming through with the greatest frequency were the "golden rule" messages -- "be kind, considerate, nice, friendly" and "do good deeds; help, rescue people." Also relatively widely received were messages dealing with the desirability of being honest (not stealing, not lying, returning found property, just being "honest," etc.) and the message that virtue (kindness, honesty, loyalty, or whatever virtue) pays off -- not merely by being its own reward but also as a means to material reward or other worldly gratification.

A smaller proportion of children received the message that work is valued above indolence. One in ten was reminded not to do bodily harm to another person; this particular message was mostly voiced as disapproval of an incident, common to the opening minutes of all GLOBETROTTER episodes, in which a child deliberately hits one of the Globetrotters on the head with a basketball.

TABLE 15

MESSAGES RECEIVED FROM MORE THAN ONE EPISODE

| Message | Episodes Message Was Received from | (Base) | Proportion of Children Who Had a Chance to Receive and Who Received the Message* % | % |
|---|---|---|---|---|
| Be kind, considerate, friendly, etc. | "Kindness," "Honesty," "Loyalty," "Safety" | (687) | 53 | (50) |
| Do good deeds; help, rescue people | "Kindness," "Honesty" | (344) | 41 | (41) |
| Be honest | "Honesty," "Loyalty," "Kindness" | (513) | 35 | (14) |
| Virtue pays off | "Honesty," "Loyalty," "Kindness" | (513) | 33 | (--)** |
| Work; don't be lazy | "Loyalty," "Safety" | (343) | 22 | (22) |
| Don't hurt anyone; don't express physical violence | "Kindness," "Honesty," "Loyalty," "Safety" | (687) | 10 | (10) |

*Figures in parentheses refer to episodes in which the message was not part of the central theme.

**Each of the messages about a virtue's paying off was an element of a central theme.

## Reception of "Irrelevant" Messages

Roughly one-third (35%) of the children received an "irrelevant" message from the episode they saw. Virtually all of the messages designated as "irrelevant" were either "You can learn to play basketball" or "You can learn to spell." These two messages may have been fostered by two skits in the program: (a) each episode began with the spelling out, albeit erroneously, of the word which was its central theme; and (b) each episode presented the Globetrotters displaying great virtuosity with a basketball.

While it is conceivable that the GLOBETROTTERS might inspire a child with a desire to learn to play basketball or to spell, the program was not intended to give instruction in either skill, and does not appear capable of doing so. Accordingly, those children who claimed to have learned such skills received erroneous or irrelevant messages.

As Table 16 indicates, reception of irrelevant messages was more common among younger children, among black children, and among lower class children, than among their counterparts. This pattern is in marked contrast with that which prevailed for the central theme and other pro-social messages: older and middle class children were more likely than their counterparts to receive such messages, and no difference by race was observed.

TABLE 16

RECEPTION OF IRRELEVANT MESSAGES
BY AGE, RACE AND SOCIAL CLASS

| Bases: | 7-8 (298) | 10-11* (389) | White (450) | Black** (237) | Lower (313) | Middle*** (342) |
|---|---|---|---|---|---|---|
| Received irrelevant message | 39% | 31% | 30% | 43% | 42% | 28% |
| Did not receive irrelevant message | 61% | 69% | 70% | 57% | 58% | 72% |

*Chi Square$_1$ 5.733, probability < .05
**Chi Square$_1$ 12.427, probability < .001
***Chi Square$_1$ 14.921, probability < .001

As mentioned earlier, fully four out of five of the children who received a pro-social message, including the central message, did so on an unaided basis. Reception of an "irrelevant" message was more dependent upon visual aids: 45% of the children who received either the "You can learn to play basketball" or the "You can learn to spell" message, did so after seeing the four pictures. One of the pictures showed a Globetrotter holding up the letter "A," and another showed a character in the program holding a basketball.[1] These pictures apparently stimulated ideas about learning spelling or athletic skills in the minds of some of the viewers.

The fact that 35% of the children received irrelevant messages is, of course, not to be construed as indicating that they did not also receive pro-social messages. Indeed, as reported earlier, 87% of the children received one or more pro-social messages from the episode they viewed.

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[1]The pictures are in Appendix B.

## PART II: IMAGE OF THE GLOBETROTTERS

At the end of the discussion of the GLOBETROTTERS, the children were asked: "Suppose some friend didn't know anything about the Harlem Globetrotters. What would you tell that friend about them? What kind of people are they?" The answers to this question appear in Table 17.

TABLE 17

IMAGE OF THE HARLEM GLOBETROTTERS

| Base: 687 | % |
|---|---|
| They are basketball players; they play basketball; they do basketball tricks | 81 |
| They're funny, act crazy, make you laugh, act silly | 61 |
| I'd tell them about the show; it's good; what time it's on | 56 |
| They're good, nice, friendly people | 53 |
| They're black/colored | 22 |
| They do tricks, tricks on each other (no mention of basketball) | 7 |
| They're tall | 3 |
| They're men | 2 |
| Other | 7 |

Four out of five children spontaneously identified the Globetrotters as basketball players; three out of five thought of them as amusing -- "They make you laugh," and more than half identified them as being pleasant and helpful people. One in five of the children spontaneously mentioned their race.

Variation by Demographics

Mention of the humor and zaniness of the Globetrotters was more common among middle class than among lower class children (68% vs. 58%)[1] and more common among white than among black children (69% vs. 46%).[2] There were no differences between older and younger children or between boys and girls in the proportion mentioning the "funniness" of the characters.

Older children, on the other hand, were more likely than younger children (59% vs. 46%) to volunteer the friendliness and goodness of the characters.[3]

The only other significant demographic difference in perception of the Globetrotters was the difference in perception of race volunteered by white vs. black children: 29% of the white children and only 10% of the black children spontaneously mentioned the race of Globetrotters.[4]

---

[1] Chi Square$_1$ 14.397, probability < .001

[2] Chi Square$_1$ 35.574, probability < .001

[3] Chi Square$_1$ 11.409, probability < .001

[4] Chi Square$_1$ 32.322, probability < .001

# APPENDIX A

APPENDIX A -- TABLE I

Demographic Profile of Respondents

| Episode | Total | Sex | | Age | | Race | | SES* | |
|---|---|---|---|---|---|---|---|---|---|
| | | Boys | Girls | 7 - 8 | 10 - 11 | White | Black | Lower | Middle |
| "Honesty" | 179 | 90 | 89 | 78 | 101 | 115 | 64 | 70 | 102 |
| "Kindness" | 165 | 82 | 83 | 64 | 101 | 107 | 58 | 68 | 86 |
| "Loyalty" | 169 | 93 | 76 | 75 | 94 | 111 | 58 | 96 | 66 |
| "Safety" | 174 | 87 | 87 | 81 | 93 | 117 | 57 | 79 | 88 |
| Total | 687 | 352 | 335 | 298 | 389 | 450 | 237 | 313 | 342 |

*Adds to 655 because of 32 unclassified respondents.

APPENDIX A -- TABLE II

Demographic Profile of Respondents
(Cont.)

| Episode | Los Angeles | Dallas | Chicago | Columbus | New Orleans | New York Metro. |
|---|---|---|---|---|---|---|
| "Honesty" | 29 | 24 | 40 | 31 | 29 | 26 |
| "Kindness" | 26 | 28 | 30 | 26 | 26 | 29 |
| "Loyalty" | 34 | 22 | 33 | 30 | 25 | 25 |
| "Safety" | 34 | 24 | 31 | 32 | 27 | 26 |
| Total | 123 | 98 | 134 | 119 | 107 | 106 |

APPENDIX B

DENNIS PROJECT - GL
CRS #5042
CHILD RESEARCH SERVICE, INC.

ID #: _____ 1-4

CITY: _____ 5

LOCATION: _____ 6

EPISODE: _____

DATE: _____

R: W 7 -1
B -2

SEX:
M 8 -1
F -2

AGE:
7 YEARS OLD 9 -1
8 YEARS OLD -2
*9 YEARS OLD -3
10 YEARS OLD -4
11 YEARS OLD -5

* 9 YEAR OLDS ARE INELIGIBLE

SES:
L 10 -1
M -2

TIME STARTED: _____ TIME ENDED: _____

INTERVIEWER'S NAME: _____

HI! MY NAME IS _____

WHAT'S YOURS? _____
(Record full name of child)

1a. I'VE BEEN TALKING TO SOME CHILDREN IN THE NEIGHBORHOOD ABOUT T.V. SHOWS. DID YOU WATCH TV TODAY?

YES 11-1

NO -2 (If no, terminate interview.)

1b. I'D LIKE TO FIND OUT THE SHOWS YOU WATCHED TODAY.
(Hand card "A" through "E" to child one at a time; rotating from child to child. For each card ask:)

DID YOU WATCH THIS SHOW TODAY?
(Record answers below. Mention name of programs they have watched as you record it.)

| | YES | NO |
|---|---|---|
| A. SCOOBY DOO | 12-1 | -2 |
| B. PARTRIDGE FAMILY 2200 A.D. | 13-1 | -2 |
| C. VALLEY OF THE DINOSAURS | 14-1 | -2 |
| D. HARLEM GLOBETROTTERS POPCORN MACHINE | 15-1 | -2 |
| E. U.S. OF ARCHIE | 16-1 | -2 |

(IF CHILD HAS NOT WATCHED THE HARLEM GLOBETROTTERS TODAY, TERMINATE THE INTERVIEW)

2a. I WANT TO TALK WITH YOU ABOUT THE T.V. SHOWS YOU'VE BEEN WATCHING SINCE SCHOOL STARTED.

ABOUT HOW OFTEN DO YOU WATCH THE U.S. OF ARCHIE SATURDAY SHOW? DO YOU WATCH IT: (Read list)

... EVERY SATURDAY 17-1

... NEARLY EVERY SATURDAY -2

... ONCE IN A WHILE -3

... HARDLY EVER -4

2b. AND ABOUT HOW OFTEN DO YOU WATCH THE HARLEM GLOBETROTTERS SATURDAY SHOW? DO YOU WATCH IT:(Read list)

... EVERY SATURDAY 18-1

... NEARLY EVERY SATURDAY -2

... ONCE IN A WHILE -3

... HARDLY EVER -4

3. HERE IS A CARD WITH FIVE DIFFERENT PICTURES ON IT. (Hand card "3a" to child, read the descriptions below. Read each one separately and make sure child understands the rating scale.)

XXXXX THIS IS THE HAPPIEST CHILD. THERE ARE FIVE STARS UNDER HIM. THIS MEANS THAT YOU LIKE SOMETHING VERY, VERY MUCH.

XXXX THIS PICTURE HAS FOUR STARS. IT MEANS YOU LIKE IT PRETTY MUCH.

XXX AND THIS PICTURE, WITH THREE STARS, MEANS YOU LIKE IT SO-SO.

XX THIS PICTURE, WITH TWO STARS, MEANS YOU DON'T REALLY LIKE SOMETHING BUT YOU DON'T REALLY HATE IT, AND

X THIS ONE, WITH ONE STAR, MEANS YOU REALLY DON'T LIKE IT.

PRACTICE EXAMPLE

a. IF YOU HAD TO GO TO BED AT 6 O'CLOCK EVERY NIGHT, HOW MANY STARS WOULD YOU GIVE TO THAT IDEA? (Circle number of stars.)

-5 -4 -3 -2 -1

NOTE: If child gave "1 or 2 stars," skip to Q. AZ. If child gave any other response, ask practice examples b. and c. before going to Q. AZ.

b. SUPPOSE YOU COULD HAVE ANY PRESENT YOU WANT, HOW MANY STARS WOULD YOU GIVE TO THAT IDEA? (Circle number of stars.)

-5 -4 -3 -2 -1

c. IF YOU HAD TO GO TO SCHOOL EVERY DAY OF THE WEEK ALL YEAR ROUND, HOW MANY STARS WOULD YOU GIVE TO THAT IDEA? (Circle number of stars)

-5 -4 -3 -2 -1

AZ. NOW I'D LIKE TO KNOW WHAT THINGS CHILDREN YOUR AGE LIKE TO HEAR ABOUT OR READ ABOUT. I'M GOING TO READ A LIST OF DIFFERENT SUBJECTS. FOR EACH, TELL ME HOW INTERESTED YOU WOULD BE IN HEARING MORE ABOUT IT.

REMEMBER, FIVE STARS MEANS YOU WOULD LIKE IT VERY, VERY MUCH, FOUR STARS MEANS YOU WOULD LIKE IT PRETTY MUCH, THREE STARS MEANS YOU WOULD LIKE IT SO-SO, TWO STARS MEANS YOU WOULDN'T REALLY LIKE IT, BUT YOU WOULDN'T REALLY HATE IT, AND ONE STAR MEANS YOU REALLY WOULDN'T LIKE IT.

LET'S START WITH (Read first subject on list, get response and continue for all subjects below)...

...STORIES ABOUT THINGS THAT HAPPENED IN THE UNITED STATES MANY YEARS AGO.

19 -5 -4 -3 -2 -1

...STORIES ABOUT WILD ANIMALS OR PETS.

20 -5 -4 -3 -2 -1

...STORIES ABOUT SPORTS AND FAMOUS SPORTS PEOPLE.

21 -5 -4 -3 -2 -1

AZ. (CONT'D)

...STORIES ABOUT FAMOUS EXPLORERS IN AMERICA.

22-5 -4 -3 -2 -1

...STORIES ABOUT DINOSAURS AND CAVE MEN.

23-5 -4 -3 -2 -1

...STORIES ABOUT AMERICA SINCE THE BEGINNING OF THIS COUNTRY.

24-5 -4 -3 -2 -1

...STORIES ABOUT SPACE TRAVEL.

25-5 -4 -3 -2 -1

...ADVENTURE STORIES.

26-5 -4 -3 -2 -1

...STORIES ABOUT FAMOUS AMERICAN MEN AND WOMEN IN THE PAST.

27-5 -4 -3 -2 -1

3a. NOW, LET'S TALK ABOUT THE HARLEM GLOBETROTTERS SHOW YOU WATCHED TODAY. POINT TO THE PICTURE WHICH SHOWS JUST HOW YOU FEEL ABOUT THE PROGRAM YOU SAW TODAY. (Circle number of stars.)

28-5 -4 -3 -2 -1

3b. WHY DO YOU FEEL THAT WAY ABOUT TODAY'S GLOBETROTTERS SHOW?

Suggested probes to follow initial response - where appropriate:

- What, if anything, was there about the show that you did not like?
- What, if anything, was there about the show you liked?

(Note: If incidents in show are mentioned, use sequential numbers to identify each.)

29-

30-

3c. (Hand card "3c".) LOOKING AT THIS CARD, WHO DO YOU THINK WOULD LIKE TODAY'S HARLEM GLOBETROTTERS SHOW THE MOST? (Read list, record below.)

...SOMEONE OLDER THAN YOU 31-1

...SOMEONE YOUNGER THAN YOU -2

...SOMEONE YOUR AGE -3

3d. (Hand card "3d".) AND, LOOKING AT THIS CARD, WHO DO YOU THINK WOULD LIKE TODAY'S HARLEM GLOBETROTTERS SHOW THE MOST? (Read list, record below.)

..Boys 32 -1

..Girls -2

4. WHAT (ELSE) WAS THE GLOBETROTTERS' SHOW ABOUT TODAY?

Suggested probes:
- What were some of the things that happened?
- What other things happened on the show?
- What other parts do you remember?

(NOTE: Use a number to identify each separate incident described. If incidents were mentioned in 3B, continue with sequential numbering.)

_____ 33-

_____ 34-

_____ 35-

_____ 36-

_____ 37-

4. (Cont'd)

5. WHAT WOULD YOU SAY WAS THE POINT OF TODAY'S SHOW. I MEAN, WHAT WAS THE MAIN IDEA?

| Suggested probes: |
| --- |
| a. What was the show talking about? |
| b. Was there any idea that came up a couple of times? |

38-

39-

40-

6. Refer back to answers given by child to Questions 3B and 4. Ask Question 6, about each part of the show the child mentioned in those two questions.

A LITTLE WHILE AGO, YOU TOLD ME ABOUT THE PART WHERE _____

_____

WHAT WAS THE POINT OF THAT PART? YOU KNOW -- THE MAIN IDEA? (Record answers below and continue for each part.)

Part of Show Main Point

1. _____ _____ 41-

_____ 42-

_____ 43-

Part Of Show

2. _____ (Main Point) _____

6. CONTINUED

Part of Show

3. _____ (Main Point) _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

4. _____ (Main Point) _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

6. CONTINUED

Part Of Show

5. _____ (Main Point) _____

6. _____ (Main Point) _____

7. (Show Card 7.) LET'S LOOK AT EACH OF THESE PICTURES ONE AT A TIME. WHAT PARTS OF TODAY'S SHOW DO THEY REMIND YOU OF THAT WE HAVEN'T TALKED ABOUT ALREADY?

| Probe: | Tell me about that part<br>What else? What other parts of the show do these pictures remind you of? |
|---|---|

Note: As you did in Questions 3B and 4, use numbers to identify each incident described. Start with number "1" again.)

50-

51-

52-

53-

54-

8. (Refer back to each incident described in Question 7: Ask 8 about each incident mentioned in Question 7.)

A LITTLE WHILE AGO, YOU TOLD ME ABOUT THE PART WHERE _____

_____

WHAT WAS THE POINT OF THAT PART? YOU KNOW -- THE MAIN IDEA? (Record answers below and continue for each part.)

Part of Show

1. _____ Main Point _____ -55-

_____ -56-

_____ -57-

_____

_____

_____

_____

_____

_____

_____

_____

Part Of Show

2. _____ (Main Point) _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

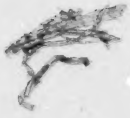
_____

_____

8. CONTINUED

3. _____ (Main Point) _____

4. _____ (Main Point) _____



9a. DID ANYONE IN THE SHOW DO ANYTHING YOU THINK WAS BAD OR NOT NICE? (Suggested Probes: What was that and why was it bad?)

58-

59-

60-

9b. DID ANYONE IN THE SHOW DO ANYTHING YOU THINK WAS RIGHT OR NICE TO DO? (What was that and why was it right?)

61-

62-

63-

10a. SUPPOSE SOME FRIEND DIDN'T KNOW ANYTHING ABOUT THE HARLEM GLOBETROTTERS. WHAT WOULD YOU TELL THAT FRIEND ABOUT THEM?

64-

65-

66-

10b. WHAT KIND OF PEOPLE ARE THEY?

11. TODAY'S SHOW WAS SUPPOSED TO TEACH CHILDREN SOMETHING. WHAT DO YOU THINK IT WAS TRYING TO TEACH THEM?

67-

68-

69-

12. DID YOU WATCH TODAY'S SHOW ON A BLACK & WHITE TV OR ON A COLOR TV?

Black & White 70-1

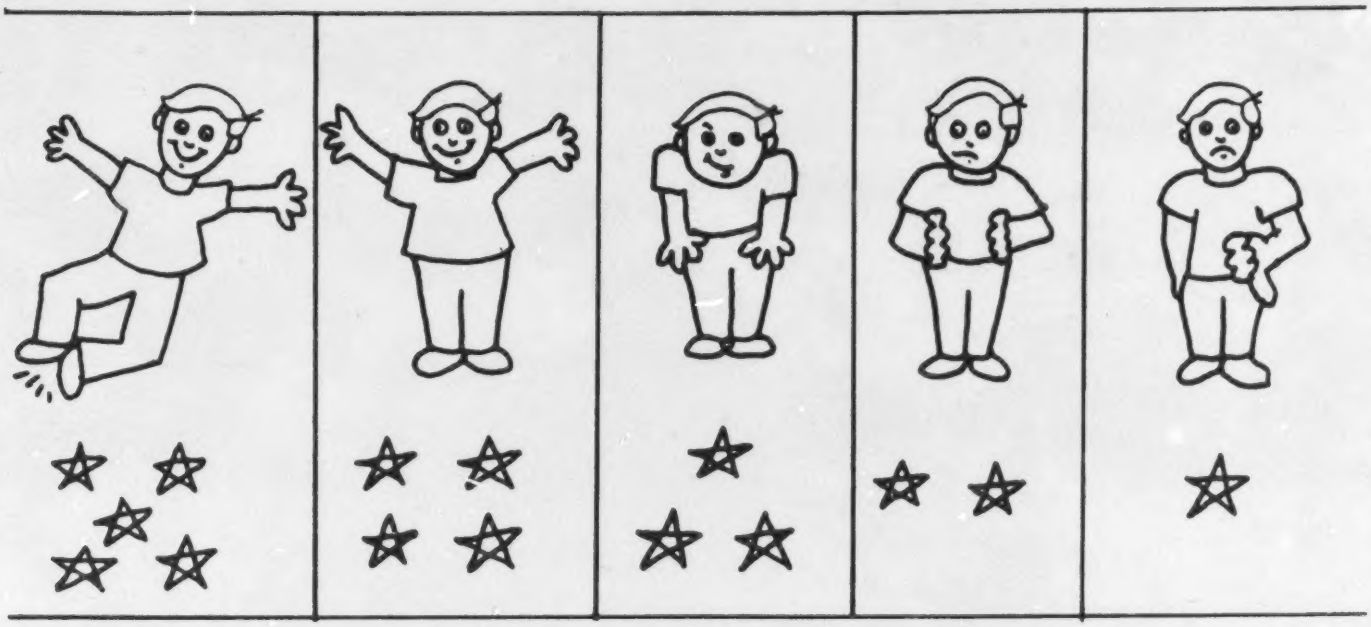
Color -2

NOTE: THIS CONCLUDES THE QUESTIONNAIRE ON THE GLOBETROTTERS. IN THE ACTUAL INTERVIEW SITUATION CHILDREN WERE HERE ASKED SEVERAL QUESTIONS FOR A COMPLETELY DIFFERENT STUDY.

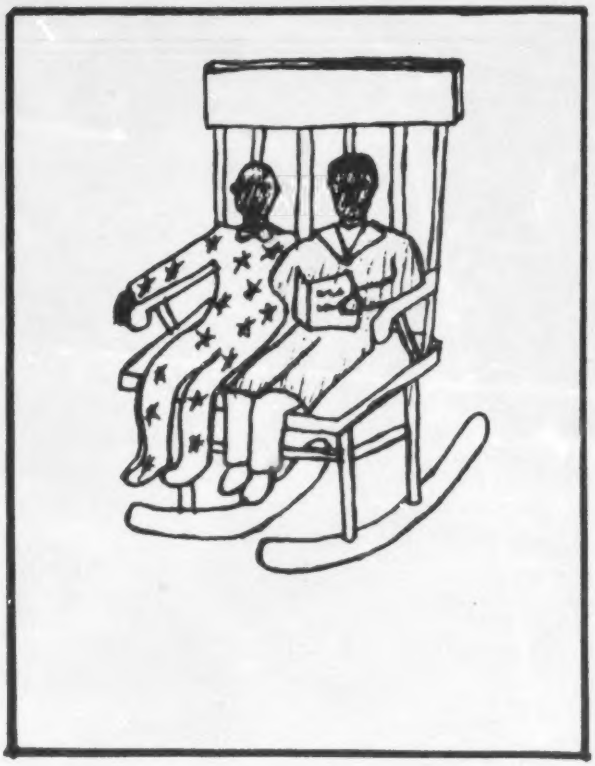
ADDRESS_____

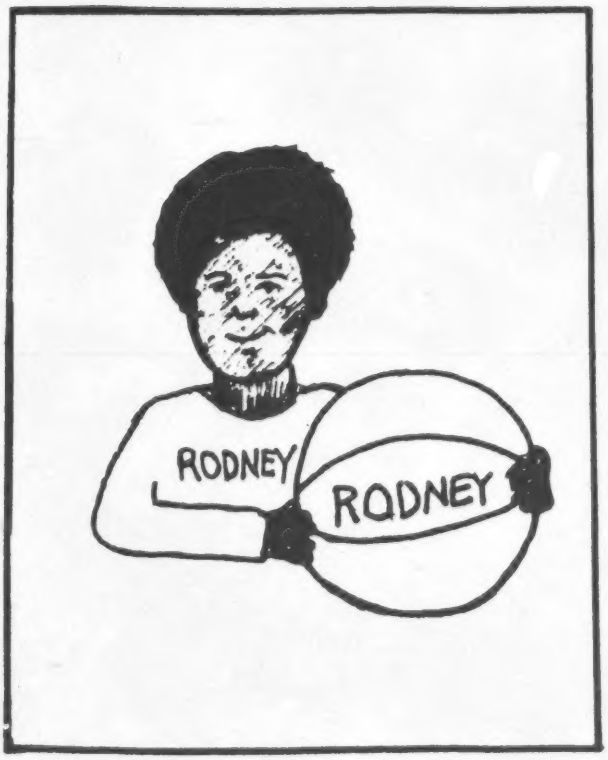
PHONE NUMBER_____

QUESTION 3



A
JOHN




RODNEY
RODNEY

# TECHNICAL APPENDIX

## INTER-CODER RELIABILITY

Verbatim responses were coded independently by two coders, who thereafter discussed and resolved any differences between them, or, if necessary, sought resolution from the coding supervisor. The two coders were drawn from a pool of six and thus consisted of changing pairs.

In the interests of methodological inquiry, the original coding sheets of the two coders, as they existed before any discussion and resolution of differences,,were preserved and compared in the case of two of the four GLOBETROTTER episodes subjected to research.* Logistical problems had made it impossible to perform such a comparison in the case of the first two episodes.

The test of inter-coder agreement employed was "Pi," as fully described in William A. Scott, "Reliability of Content Analysis; The Case of Nominal Scale Coding," Public Opinion Quarterly, XIX, 3 (Fall, 1955). This statistic takes into account the number of categories in the code structure and the frequency with which each was used. Like many other coefficients, it allows for a range of 0.0 (no agreement) to 1.0 (complete agreement).

Reliability coefficients were computed for each message, and for each net of message categories. The averages of all such coefficients for the two episodes tested, "Loyalty" and "Safety," were .95 and .94 respectively.

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*In both cases, the first 25 questionnaires were used for coder training and were therefore not included in the reliability test.